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ABSTRACT

Delineating the content that must be covered in the secondary schools of the State of Idaho, this guide presents a course of study in journalistic English and literature, an integrated course which incorporates literature, composition, and language applied to modern communication skills. Although educators sometimes use the terms interchangeably, the course of study in the guide is not an instructional or curriculum guide--it prescribes what is to be taught; defines the subject in terms of purpose, definition, student goals and objectives; and can be changed only by action of the State Board of Education. The guide begins by describing the philosophy and rationale for the course of study, as well as local applied options, the purpose, and the critical components of the course. It then lists the nine goals (including examine the historical background of communication; learn and apply the writing process; learn methods of journalistic research; and apply English and journalism skills by organizing, designing, and producing a publication) and the associated objectives of the introductory course (grades 9, 10, or 11) and the eight goals (including apply methods of journalistic research, apply logical and critical thinking skills, and learn to plan and organize a school publication and supervise staff development) and associated course objectives for the production-level course (grades 10, 11, or 12). Contains a 117-item bibliography of journalistic literature and a textbook evaluation guide. (RS)

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ED 408 600

Secondary

Journalistic English and Literature I and II

Course of Study

CS 215660

JERRY L. EVANS
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

BOISE, IDAHO

BEST COPY AVAILABLE

Secondary

Journalistic English and Literature I and II

Course of Study

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SECONDARY
JOURNALISTIC ENGLISH AND LITERATURE I AND II
COURSE OF STUDY

Many educators from throughout the state have helped to develop the *Secondary Journalistic English and Literature I and II Course of Study*. The following were members of the team who developed the course of study.

Marian Adams - Lewiston High School

Steve Beck - Rigby High School

Barbara Croshaw - Highland High School, Pocatello

Cheryl Gratton, West Junior High School, Boise

Lynn Meeks, State Department of Education

Dan Prinzing, West Junior High School, Boise

Arlen Walker, Pocatello High School

Elaine Wolfe, Borah High School, Boise

The State Board of Education and the State Department of Education thank each of the members of the committee for sharing their time and expertise to develop this course of study.

PURPOSE

The purpose of a course of study is to delineate the content that must be covered in the secondary schools of the State of Idaho. By law, the State Board of Education has the authority and responsibility to prescribe the content of these courses. The State Department of Education, in concert with curriculum committees, has defined and set forth these courses of study for each of the subjects to be taught in grades 9-12 for graduation credit. It now becomes the responsibility of the local school district to extend these standards by producing at the teaching level an instructional guide based upon the defined courses of study.

Although educators sometimes use the terms interchangeably, a course of study is not an instructional or curriculum guide. To compare the two as used in this document, the following may be helpful:

COURSE OF STUDY	INSTRUCTIONAL GUIDE
1. Prescribes what is to be taught in a given subject or program.	1. Describes how the given subject may be taught.
2. Defines the subject or program in terms of purpose, definition, student goals and objectives.	2. Makes suggestions as to instructional aids, materials, learning experiences, and methods of teaching.
3. Can be changed only by action of the State Board of Education.	3. Is revised and adapted as needed at the discretion of school educators.

Courses of study will generally be brief outlines in skeletal form. Instructional guides should be developed to augment and supplement courses of study.

School personnel are encouraged to place a complete set of the *Course of Study* with each school administrator. Individual *Courses of Study* should be given to the appropriate instructor for use in planning and teaching.

School personnel should use both student needs and the *Course of Study* as the basis for course development, adopting instructional materials, developing curriculum guides, and setting direction for staff development.

PHILOSOPHY

A secondary *Journalistic English and Literature Course* is an integrated course of study which incorporates literature, composition, and language applied to modern communication skills (speaking, viewing, listening, reading, writing). Students extend this learning in increasingly sophisticated ways. They learn to observe, understand, and analyze themselves, others, and the world through a journalistic approach.

In addition to the three critical components, **language**, **literature**, and **composition**, a *Journalistic English and Literature Course* which meets graduation requirements for English credit should provide a balance between receiving (observation and analysis) and applying (writing and publication) information. Student experience with *Journalistic English and Literature* should include a wide range of subject matter, genres, modes of discourse, and literary techniques for the information age. Provision should be made for teaching every student at his or her instructional level.

Emphasis should be on quality rather than quantity, on focus and depth of treatment in the study of literature, on language and composition, and on logical and analytical skills which students can apply in any context.

Because of the time devoted to the study of literature, the number of publications produced in this course will be fewer than those produced by the traditional elective journalism course.

RATIONALE

As a highly effective method of teaching composition, the journalistic approach equates directly with traditional English modes of writing. For example, news writing is informative, and editorials are persuasive. Columns, features, and reviews have elements of expository, descriptive, narrative, and expressive modes.

By learning, interpreting, and applying language skills, students achieve the goals taught in other English classes. Contemporary and classic literary readings, effective models of the written word, become integrated with the journalistic composition to prepare well-rounded individuals for their future.

OPTIONS

TO RECEIVE ENGLISH CREDIT

Journalistic English and Literature I and II

1. must be taught by a certified English teacher.
2. must include all English components (literature, language, composition).
3. must have *English* in its official title.

LOCAL APPLIED OPTIONS

1. Ideally *Journalistic English and Literature I* is designed as a ninth and/or tenth grade class which can substitute for a traditional English course if it fulfills the above requirements. For example, such a course might follow a genre approach. Composition and language strands would follow this suggested course of study.

2. In a small school, however, it may be necessary to combine grade levels.

3. An additional second-year course, *Journalistic English and Literature II* could fulfill English credit if the emphasis is directed toward the state approved literature strand. For example, the sophomore course focuses on contemporary issues. Again, the composition and language components would be adapted for higher level activities.

4. An introduction and/or production-level course could be taught without the English components as an elective credit towards graduation. It is recommended that such a course closely follow *Elective Journalism: A Curriculum Guide for Beginning and Production Journalism* (formerly *Journalism in the High School).*

5. The recommended length of the course is one year or two semesters. If it is a semester course, however, it may still receive 1 (one) English credit if it includes the three critical components, **language**, **literature**, and **composition**.

PURPOSE

The purpose of *Journalistic English and Literature I* is to

1. teach the writing process using a journalistic process model. (See Element 2.)

2. correlate and integrate journalistic and rhetorical modes from a variety of classic and contemporary models. (See Elements 3, 4, 5, 7, and 8.)

3. provide an opportunity for language study and writing practice in various forms and styles. (See Elements 3, 4, 5, and 8.)

4. develop essential reading, critical thinking, and analytical skills. (See Elements 5, 7, and 9.)

5. teach observation, interviewing, research, and organization for a variety of purposes and audiences. (See Elements 4, 6, and 7.)

6. teach the importance and power of the written word with emphasis on journalistic ethics and responsibility. (See Elements 1, 5, and 7.)

CRITICAL COMPONENTS

Literature
Language
Composition

Literature focuses on appreciating and understanding literature and exploring views, opinions, and purposes in writing.

Language development brings a writing style that is accurate, clear, orderly, and appropriate for the writer's purpose.

Composition focuses on interviewing, researching, reporting, and analyzing and will include narrative, descriptive, persuasive, and expository writing for specific audiences.

GOALS

The students will

1. examine and understand the historical background of communication.

2. learn and apply the writing process.

3. learn appropriate style and usage for journalistic writing.

4. write leads and develop stories according to journalistic style.

5. develop skills in writing descriptive, narrative, expository, and persuasive stories.

6. learn methods of journalistic research.

7. examine the role of literary journalism as a non-fiction tool of cultural reaction and interpretation.

8. apply English and journalism skills by organizing, designing, and producing a publication.

9. develop logical and critical thinking skills.

JOURNALISTIC ENGLISH AND LITERATURE I
Grade 9, 10, or 11
INTRODUCTORY COURSE

COURSE ELEMENTS

This course of study outlines elements as they apply to the three critical components when the course is offered for English credit. Methodology and instruction can be adapted by the classroom teacher allowing for personal teaching styles, student background and interest, and the existing curriculum.

ELEMENT 1: HISTORY OF COMMUNICATION / JOURNALISM

Goal: Students will examine and understand the historical background of communication.

Objectives: The students will

A. Literature
   1. read and discuss early and contemporary authors.
   2. evaluate the changes in communication.

B. Language
   1. discuss the changes in vocabulary and structure of language to control meaning.
   2. identify and consider the levels of language (audience) in models and student writing.
   3. modify word choice and style of another time period into current standard English.

C. Composition
   1. compare and/or contrast the ways in which information have been disseminated.
   2. write about events which have shaped journalism and language.

ELEMENT 2: WRITING PROCESS

Goal: Students will learn and apply the writing process.

Objectives: The students will

A. Literature
   1. read and evaluate models for main ideas.

2. examine and analyze the diction and style of writers.
3. examine each other's writing in a collaborative effort (peer response groups).

B. Language
1. experiment with sentence structure and variety, transitional devices, and point of view.
2. employ standard English usage in appropriate situations, especially as part of the revision process.
3. analyze diction and syntax which create a shift in tone.
4. revise writing to correct individual weaknesses.

C. Composition
1. employ the process of writing: prewriting, drafting, and revising.
2. participate in activities to generate ideas.
3. create drafts and revise appropriately.
4. vary according to audience and purpose.
5. develop main ideas into an effective introduction.
6. write in a consistent point of view.
7. arrange information in a logical order.
8. develop coherence through a variety of methods.

ELEMENT 3: LANGUAGE / USAGE / STYLE

Goal: Students will learn appropriate style and usage for journalistic writing.

Objectives: The students will

A. Literature
1. read and analyze models to recognize style and usage.
2. compare and/or contrast journalistic style and usage to fictional writing.

B. Language
1. review the essentials of sentence structure, word order, grammar, and mechanics.
2. learn journalistic style to prepare writing for publication.
3. develop proofreading and copy editing skills as applied to various models of writing.

C. Composition
1. edit and revise selections of personal and peer writing to fit journalistic style.
2. employ appropriate style and usage rules in their writing.
3. convert a "traditional" literary piece to fit a modern journalistic style.

ELEMENT 4: WRITING STRATEGY

Goal: Students will write leads and develop stories according to journalistic style.

Objectives: The students will

A. Literature
   1. read and discuss stories concerning events from a variety of sources.
   2. identify the purpose and construction of story leads and opening paragraphs.
   3. evaluate the effectiveness of story structure.

B. Language
   1. identify different types of leads.
   2. identify lead structure and vocabulary used for effect.
   3. learn the five "w's" and "h."
   4. identify various story structures.
   5. arrange story details according to story structure.

C. Composition
   1. practice variety in writing leads for stories suitable for publication.
   2. follow a pattern of organization that fits journalistic style.
   3. demonstrate the ability to develop a story in journalistic style.

ELEMENT 5: MODES OF WRITING

Goal: Students will develop skills in writing descriptive, narrative, expository, and persuasive stories.

Objectives: The students will

A. Literature
   1. study literary examples as illustrations of different types of writing.
   2. identify the elements of the four writing modes. [descriptive, narrative, etc.]
   3. study literary examples to recognize different methods of addressing specific audiences.

B. Language
   1. discuss and select vocabulary appropriate to each mode of writing.
   2. achieve coherence by organization, proper transition, and relevance.
   3. identify ways to convert a story from one mode to another.

C. Composition
   1. transfer notes into a story for each mode.
   2. write for specific audience, purpose, and occasion.
   3. use one set of facts to write stories in various modes.

ELEMENT 6: RESEARCH

Goal: The students will learn methods of journalistic research.

Objectives: The students will

A. Literature
   1. read various sources of information.
   2. analyze models which demonstrate effective use of research.

B. Language
   1. distinguish and discuss features of proper research.
   2. take accurate notes.
   3. formulate and ask evocative questions.

C. Composition
   1. summarize research.
   2. use quotes.
   3. provide accurate, adequate attribution.
   4. express opinion supported by research.

ELEMENT 7: LITERARY JOURNALISM

Goal: Students will examine the role of literary journalism as a non-fiction tool of cultural reaction and interpretation.

Objectives: The students will

A. Literature
   1. read selections by contemporary and non-contemporary authors in the field of journalism.
   2. analyze literary content in a cultural/historical context.
   3. identify theme, audience, and purpose and compare across cultures.

B. Language
   1. discuss the author's background and experience.
   2. analyze components of a writer's style (diction, syntax, mechanics) to determine its characteristics.
   3. understand non-fiction as a vehicle for and reflection of cultural reaction and interpretation.
   4. cite specific passages to indicate selection tone.

C. Composition
   1. write various types of essays which relate to the literature topics and cultural viewpoints.
   2. copychange select passages to imitate the author's style.
   3. write personal reactions to significant cultural and historical events.

ELEMENT 8: JOURNALISTIC APPLICATION

Goal: The students will apply English and journalism skills by organizing, designing, and producing a publication.

Objectives: The students will

A. Literature
   1. examine student and professional newspapers.
   2. read professional models.
   3. read about famous journalists.
   4. analyze newspapers and other publication formats to determine content balance.

B. Language
   1. work in small groups to organize content.
   2. brainstorm criteria to select staff leadership.
   3. develop assignment sheets specifying types of stories according to newspaper sections.

C. Composition
   1. use research skills to draft stories.
   2. copyread and revise stories for print.
   3. proofread and correct stories for publication.
   4. design page lay-outs and make up pages.
   5. evaluate final product.

ELEMENT 9: ANALYSIS

Goal: The students will develop logical and critical thinking skills.

Objectives: The students will

A. Literature
   1. read and analyze literary models.
   2. evaluate effectiveness of reading selections.
   3. read other student writing.

B. Language
   1. compare and/or contrast effectiveness of various selections.
   2. analyze and discuss style.
   3. determine how vocabulary, syntax, and diction affect meaning.
   4. analyze personal style for effectiveness.

C. Composition

1. write evocative interview questions.
2. select logical order and transition.
3. employ appropriate tone.
4. write for a specific audience.
5. formulate an opinion and support it.

PURPOSE

The purpose of Journalistic English and Literature II is to

1. teach the writing process using a journalistic process model. (See Element 1.)

2. correlate and integrate journalistic and rhetorical modes from a variety of classic and contemporary models. (See Elements 1, 2, 3, 5, and 7.)

3. provide an opportunity for language study and writing practice in various forms and styles. (See Elements 1, 2, 3, 5, and 7.)

4. develop essential reading, critical thinking, and analytical skills. (See Elements 5, 6, and 7.)

5. teach observation, interviewing, research, and organization for a variety of purposes and audiences. (See Elements 1, 3, 4, and 6.)

6. teach the importance and power of the written word with emphasis on journalistic ethics and responsibility. (See Elements 3, 7, and 8.)

CRITICAL COMPONENTS

Literature
Language
Composition

Literature focuses on appreciating and understanding literature and exploring views, opinions, and purposes in writing.

Language development brings a writing style that is accurate, clear, orderly, and appropriate for the writer's purpose.

Composition focuses on interviewing, researching, reporting, and analyzing and will include narrative, descriptive, persuasive, and expository writing for specific audiences.

GOALS

The students will

1. continue to study and apply the writing process.

2. demonstrate language proficiency, proper usage, and effective style.

3. demonstrate advanced skills in writing descriptive, narrative, expository, and persuasive modes.

4. apply methods of journalistic research.

5. examine the role of literary journalism as a non-fiction tool of cultural reaction and interpretation.

6. apply journalism and English skills by organizing, designing, and producing a publication.

7. apply logical and critical thinking skills.

8. learn to plan and organize a school publication and supervise staff development.

JOURNALISTIC ENGLISH AND LITERATURE II
Grade 10, 11, or 12
PRODUCTION-LEVEL COURSE

This course of study outlines the production journalism course in compliance with the critical components. Methods and instruction can be adapted by the classroom teacher. This allows for personal teaching style, student background, school needs, and developed curriculum. Since this course may receive English credit, strict adherence to the state literature guidelines must be followed for that grade level.

Because of the time devoted to the study of literature, the number of publications produced in this course will be fewer than those produced by the traditional elective journalism course.

Students are responsible not only for producing the school publication but also for mastering the necessary components as required by the state. Students will study on a more in-depth and intensive level than in the introductory journalism course.

ELEMENT 1: WRITING PROCESS

Goal: Students will continue to study and apply the writing process.

A. Literature
   1. read and evaluate models for main ideas.
   2. examine and analyze the diction and style of writers.
   3. examine each other's writing in a collaborative effort (peer response groups).

B. Language
   1. experiment with sentence structure and variety, transitional devices, and point of view.
   2. employ standard English usage in appropriate situations, especially as part of the revision process.
   3. analyze diction and syntax which create a shift in tone.
   4. revise writing to correct individual weaknesses.

C. Composition
   1. employ the process of writing: prewriting, drafting, and revising.
   2. participate in activities to generate ideas.
   3. create drafts and revise appropriately.
   4. recognize appropriate audience and purpose.
   5. develop main ideas into an effective introduction.
   6. write in a consistent point of view.
   7. arrange information in a logical order.
   8. develop coherence through a variety of methods.

ELEMENT 2: LANGUAGE / USAGE / STYLE

Goal: Students will demonstrate language proficiency, proper usage, and effective style.

Objectives: The students will

A. Literature
   1. read and analyze models to recognize style and usage.
   2. compare and/or contrast journalistic style and usage to fiction.

B. Language
   1. review the essentials of sentence structure, word order, grammar, and mechanics.
   2. employ journalistic style.
   3. apply proofreading and copy editing skills as applied to various models of writing.

C. Composition
   1. edit and revise selections of personal and peer writing to fit journalistic style.
   2. employ appropriate style and usage rules in writing.

ELEMENT 3: MODES OF WRITING

Goal: Students will demonstrate advanced skills in writing descriptive, narrative, expository, and persuasive modes.

Objectives: The students will

A. Literature
   1. study literary examples as illustrations of different types of writing.
   2. identify the elements of the four writing modes. [descriptive, narrative, etc.]
   3. study literary examples to recognize different methods of addressing specific audiences.

B. Language
   1. discuss and select vocabulary appropriate to each mode of writing.
   2. achieve coherence by organization, proper transition, and relevance.

C. Composition
   1. transfer notes into a story for each mode.
   2. write for specific audience, purpose, and occasion.
   3. write advanced-level articles.

ELEMENT 4: RESEARCH

Goal: The students will apply methods of journalistic research.

Objectives: The students will

A. Literature
   1. read various sources of information.
   2. analyze models which demonstrate effective use of research.

B. Language
   1. develop qualities of proper research.
   2. take accurate notes.
   3. formulate and ask evocative questions.

C. Composition
   1. summarize research.
   2. use quotes.
   3. provide accurate, adequate attribution.
   4. express opinion supported by research.

ELEMENT 5: LITERARY JOURNALISM

Goal: Students will examine the role of literary journalism as a non-fiction tool of cultural reaction and interpretation.

Objectives: The students will

A. Literature
   1. read selections by contemporary and non-contemporary authors in the field of journalism.
   2. analyze literary content in a cultural/historical context.
   3. identify theme, audience, and purpose and compare across cultures.

B. Language
   1. discuss the author's background and experience.
   2. analyze components of a writer's style (diction, syntax, mechanics) to determine its characteristics.
   3. understand non-fiction as a vehicle for and reflection of cultural reaction and interpretation.
   4. cite specific passages to indicate selection tone.

C. Composition
   1. write analytical reviews which relate to the literature topics and cultural viewpoints.
   2. write evaluative commentaries on significant events, noting cultural significance.

ELEMENT 6: JOURNALISTIC APPLICATION

Goal: The students will apply journalism and English skills by organizing, designing, and producing a publication.

Objectives: The students will

A. Literature
1. examine student and professional publications.
2. read professional models.
3. read about famous journalists.
4. analyze publications to determine content balance.

B. Language
1. work in small groups to organize content.
2. develop assignment sheets to give content and graphic consistency to the publication.

C. Composition
1. use research skills to draft stories.
2. copyread and revise stories for print.
3. proofread and correct stories for publication.
4. design page lay-outs and make up pages.
5. evaluate final product.

ELEMENT 7: ANALYSIS

Goal: The students will apply logical and critical thinking skills.

Objectives: The students will

A. Literature
1. read and analyze literary models.
2. evaluate effectiveness of reading selections.
3. read other student writing.
4. read professional writing.

B. Language
1. compare and/or contrast effectiveness of various selections.
2. analyze and discuss style.
3. determine how vocabulary, syntax, and diction affect meaning.
4. analyze personal style for effectiveness.

C. Composition
1. write evocative interview questions.
2. select logical order and transition.
3. employ appropriate tone.
4. write for a specific audience.
5. synthesize an opinion and support it.

ELEMENT 8: LEADERSHIP SKILLS

Goal: **The students learn to plan and organize a school publication and supervise staff development.**

A. Literature
   1. read and evaluate current publications for story and design ideas.
   2. read articles on current trends.
   3. read and critique other school publications.

B. Language
   1. help peers revise and select proper word choice.
   2. edit for journalistic style.
   3. communicate goals and policies of the student publication.
   4. conduct staff meetings.
   5. share ideas with student leaders.

C. Composition
   1. write executive memos, evaluations, and reports.
   2. rewrite unacceptable stories.
   3. research and write opinion-based articles.

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The State Department of Education does not recommend supplementary titles. However, teachers may wish to review and select appropriate materials from the following list and other sources.

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McGinnis, Joe. *The Selling of the President.* (How Richard Nixon was packaged for the American public in the 1968 election.)

McKenney, Ruth. *Industrial Valley.* (Economic and social conditions in Akron, Ohio, in 1939.)
McKenney, Ruth. *The Loud, Red Patrick.* (Humorous sketches of her grandfather.)
McPhee, John. *The Curve of Binding Energy.* (The atomic bomb.)
McPhee, John. *The Deltoid Pumpkin Seed.* (Experimental aircraft.)
McQuade, Donald and Robert Atwan. *Popular Writing in America: The Interaction of Style and Audience.* Fourth edition. Oxford University Press, NY, 1988.
Mead, Margaret. *Coming of Age in Samoa.* (Classic anthropology.)
Mead, Margaret. *Aspects of the Present.* (Collection of articles from Redbook.)
Mead, Margaret. *Blackberry Winter.* (Autobiography.)
Mencken, Henry Lewis. *Prejudices. Damn: A Book of Calumny.* (Essays from '20s and '30s.)
Mencken, Henry Lewis. *Newspaper Days: Happy Days and Heathen Days.* (Autobiography.)
Michner, James. *Iberia.* (Travels through Spain.)
Mungo, Ray. *Famous Long Ago.*
Persico, Joseph E. *Edward R. Murrow: An American Original.* McGraw-Hill, 1988.
Plimpton, George. *Shadowbox.* (Early boxing career of Ali.)
Plimpton, George. *Paper Lion.* (Plimpton tries out for the Detroit Lions and plays one exhibition game.)
Poynter Institute. *Best Newspaper Writing.*
Quindlen, Anna. *Living Out Loud.* (Collection of columns based on her life.)
Rather, Dan. *The Camera Never Blinks. (Autobiography.)*
Reed, John. *Insurgent Mexico.* (A war correspondent in the Mexican Revolution.)
Reed, John. *Ten Days that Shook the World.* (Eyewitness account of Russian Revolution.)
Reporting. Simon and Schuster, 1948.
Reston, James. *Sketches in the Sand.*
Ross, Lillian. *Do You Sleep in the Nude? Valentines and Vitriol.* (Reed's collections of interviews with stars.)
Royko, Mike. *Like I Was Saying. . .* Berkley Publishing Group, NY, 1985.
Russell, William H. "From the Heights Before Sebastopol: A London TIMES Reporter Sees Six Hundred British Cavalrymen Ride Into the Valley of Death" in *A Treasury of Great Reporting.* Simon and Schuster, 1948.
Santiago, Darry. *The Somebody.*
Scanlan, Christopher, Ed. *How I Wrote the Story.* Second edition. Providence Journal Company, 1986.
Schilts, Randy. *And the Band Played On: Politics, People and the AIDS Epidemic.* (Traces start of epidemic in US and political battles to cover it up. Very powerful book but for mature reader only.)
Sheehy, Gail. *Panthermania.* (Black Panther movement of the '60s and FBI role.)
Sidney, Hugh. *Good Chemistry.*
Smith, Adam. *The Money Game.* (Wall Street shenanigans.)
Smith, Hedrick. *The Power Game: How Washington Works.*
Snyder, Louis L. and Richard B. Morris, Eds. *A Treasury of Great Reporting.* Simon and Schuster, 1948.
Squire, Elizabeth. *Heroes of Journalism.* Fleet Press Corporation, 1974.
Steffens, Lincoln. *The Autobiography of Lincoln Steffens.*

Steffins, Lincoln. *The Shame of the Cities.* (Corruption in four major cities.)
Steinback, John. *Travels with Charlie.* (Steinbeck and his dog in search of America.)
Stephens, Robert. O. *Hemingway's Nonfiction: The Public Voice.* University of North Carolina Press, Chapel Hill, 1968.
Synder, Louis and Richard Morris. "Terror Reigns in White Chapel as Jack the Ripper Strikes" and "Daniel Defoe and Doctor Johnson Interview Ghosts" in *A Treasury of Great Reporting.* Simon and Schuster, 1948.
Talese, Gay. *Honor Thy Father.* (The Mafia's Bonano family.)
Talese, Gay. *The Kingdom and the Power.* (The Supreme Court.)
Taylor, Ernest (Ernie Pyle). *Brave Men.*
Tebbels, John. *The Life and Times of William Randolph Hearst.*
Thomas, Lewis. *Computer.*
Thompson, Hunter. *Hell's Angels.* (Author travels with the group for a while. Discretion advised on all Thompson books!)
Thurbur, James. *Newspaper Man - Head and Shoulders.*
Trillin, Calvin. *With All Disrespect: More Uncivil Liberties.* Penguin, 1986.
Twain, Mark. *An Encounter by an Inteviewer.*
Wallace, Mike and Gary Paul Gates. *Close Encounters.* William Morrow and Company, Inc., NY, 1984.
Welty, Eudora. *A Visit of Charity.*
White, William. *By-Line Ernest Hemingway.*
Will, George F. *The Morning After: American Successes and Excesses 1981-1986.* Free Press, NY, 1986.
Williams, Joseph. *Style: Ten Lessons in Clarity and Grace.* Scott, Foresman, 1982.
Wolfe, Thomas. *The Right Stuff.* (Beginnings of space program.)
Wolfe, Thomas. *Radical Chic and Mau-mauing the Flak Catchers.* (Essays on '60s culture. Discretion advised on other Wolfe books!)
Wolfe, Tom. *Kandy-Kolored Tangerine-Flaked Streamlined Baby.* (Essay on the role of the car in American culture.)
Woods, Donald. *Biko.* Henry Holt and Company, NY, 1987.
Woodward, Bob and Carl Bernstein. *All the President's Men.* (Watergate.)
Woodward, Bob. *The Brethren.* (Supreme Court.)
Woodward, Bob. *Wired: The Story of John Belushi.*

Recommended Authors: (who were journalists)

Baldwin, James
Cather, Willa
Crane, Stephan
Faulkner, William
Fitzgerald, F. Scott
Greene, Graham
Henry, O.
Plimpton, George
Poe, Edgar Allen
Hemingway, Ernest
Twain, Mark
Wolfe, Tom

JOURNALISTIC ENGLISH AND LITERATURE I AND II

TEXTBOOK EVALUATION GUIDE

Designed to accompany
Idaho's Journalistic English and Literature / Journalism
Course of Study

TEXT_____

PUBLISHER_____

EDITION_____GRADE LEVEL_____

RECOMMEND TO ADOPT		YES	SOMETIMES	NO
1.	Does the book contain adequate background on journalism and journalism history?	___	___	___
2.	Are there adequate models and information for journalistic writing?	___	___	___
3.	Does it contain useful models and exercises for student practice?	___	___	___
4.	Does the program contain adequate resources and teacher keys?	___	___	___
5.	Does the text contain sufficient exercises to provide guided practice?	___	___	___
6.	Does the text contain a copy editing symbol guide?	___	___	___
7.	Does the text contain a proofreading symbol guide?	___	___	___
8.	Does the text contain a sample style guide?	___	___	___
9.	Does the text contain adequate material for teaching the following:	___	___	___
	headlines	___	___	___
	leads	___	___	___

OVER

	news stories	___	___	___
	features	___	___	___
	sports coverage	___	___	___
	in-depth reporting	___	___	___
	editorials	___	___	___
	lay-outs	___	___	___
	attribution	___	___	___
	columns	___	___	___
	reviews	___	___	___
	interviewing	___	___	___
	gathering news	___	___	___
	copy editing	___	___	___
	photography	___	___	___
	staff organization	___	___	___
	advertising	___	___	___
10.	Is the reading level appropriate?	___	___	___
11.	Are text selections interesting and informative?	___	___	___
12.	Is the text graphically appealing and appropriately illustrated?	___	___	___
13.	Does the text contain a journalism / English handbook?	___	___	___
14.	Is there a student workbook?	___	___	___
15.	Is there a teacher resource book?	___	___	___
16.	Does the text cover press rights and responsibilities?	___	___	___
17.	Does the text cover broadcast media?	___	___	___
18.	Does the text have information on yearbook journalism and magazines?	___	___	___
19.	Does text contain guidelines for the production and finance for a school program?	___	___	___
20.	Does the text contain journalistic career information?	___	___	___

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